DOCUMENT RESUME

ED 024 757 VT 001 630

By- Sperry, Irwin V.; Kivett, Vira R.

Educational and Vocational Goals of Rural Youth in North Carolina, Technical Bulletin No. 163.

North Carolina Agricultural Experimental Station, Raleigh.
Spons Agency- North Carolina Univ., Greensboro. School of Home Economics.
Pub Date Nov 64
Note- 40p.
EDRS Price MF-$0.25 HC-$2.10
Descriptors- Academic Aspiration, Educational Attitudes, *Occupational Aspiration, Parental Aspiration, *Rural Youth, Socioeconomic Influences, State Surveys, Vocational Interests
Identifiers- *North Carolina

The purposes of this study were (1) to describe similarities and differences in educational goals of rural youth and of their parents for them, and (2) to determine the relationships of the similarities and differences to such factors as membership or non-membership in clubs, sex, level of living, residence, size of family, state, and area. The sample consisted of 281 youths selected at random from the population characterized as rural 9th and 10th grade students of county school systems having youth clubs and not being located within the corporate limits of cities with 50,000 or more population. Findings are discussed under the broad categories of educational attitudes and vocational preferences and educational and vocational plans. A general conclusion was that the level of living seemed to be an important factor differentiating the educational and vocational goal of rural youth. (CH)

C1

November, 1964

Tech. Bul. No. 163

EDO 24757

Educational and Vocational Goals of Rural Youth In North Carolina

VT001630

North Carolina Agricultural Experiment Station
In Cooperation with the
School of Home Economics
The University of North Carolina at Greensboro

November, 1964 Tech. Bul. No. 163

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Educational and Vocational Goals of Rural Youth In North Carolina.

Irwin V. Sperry

Chairman of Child Development and Family Relations, School of Home Economics; and Director of the Institute for Child and Family Development, The University of North Carolina at Greensboro

Vira R. Kivett

Research Instructor, Child Development and Family Relations, The University of North Carolina at Greensboro

North Carolina Agricultural Experiment Station
In Cooperation with the
School of Home Economics,
The University of North Carolina at Greensboro.

Foreword

This study, North Carolina H-164, "Educational and Vocational Goals of Rural Youth in North Carolina," was a contributing project to Southern Regional Project S-48, "Educational and Vocational Goals of Rural Youth in the South." Other states participating in the study included Kentucky, Tennessee, and Virginia.

Appreciation is expressed to Dr. Kenneth R. Keller, Regional Administrative Advisor, under whose capable counsel the regional project was carried out; to the Regional Technical Committee of Project S-48 for its establishment of state and regional procedures; to the United States Department of Agriculture, for its advisory role; to Drs. Charles Proctor and A. L. Finkner, Consulting Statisticians, for their assistance with the statistical design and procedures; to Mrs. Nancy Moore Myers, former Research Instructor, for her work in the initial stages of the project; and to Mrs. La-Myra H. Davis, Doctoral Fellow, for her valuable assistance with the manuscript.

Special acknowledgement is given to the rural school administrators, youth, and parents whose cooperation made this study possible.

Contents

Page

Introduction 5

Procedures 8

Statistical Design 8

Findings 9

- Educational Attitudes and Vocational Preferences 9
- Educational and Vocational Plans 11
  - Length of Schooling 11
  - Plans—College 14
  - Plans—Non-college 14
  - Parental Urging 15
  - Financial Help for Schooling 16
  - Occupation Most Desired 18
  - Occupation Expected 19
  - Financial Help—Occupational 20
  - Parents' Opinion Toward Youths' Future 21

Discussion 21

Recommendations 24

Bibliography 26

Appendix A: Sampling Procedures 28

Appendix B: Measurement 32

Appendix C: Tables 33

Figures

Figure No. Page

1. A Profile Midsection Comparing Youths' Vocational Preference Scores to those of a Normative Sample 10
2. Map of North Carolina Showing the Locations of Rural Schools Supplying Ninth and Tenth Grade Student Sample 29

Educational and Vocational Goals of Rural Youth in North Carolina

Introduction

When compared to urban youth, rural youth have been found less likely to graduate from high school, to attend college, and consequently, to attain highly skilled occupations and professions. Advanced educational training is becoming increasingly important in occupational achievement. Therefore, mobility opportunities of the large proportion of rural youth who are migrating to urban areas will be highly dependent upon their educational attainment. These observations are of particular concern since investigations into the educational values of rural families indicate that both youth and their parents underestimate the importance of education in achieving in an occupation.

The past 10 years have seen a fairly equally distributed farm, rural nonfarm, and urban population in North Carolina change rapidly into a rural nonfarm and urban setting. According to the Bureau of the Census, the North Carolina farm population experienced a 40 percent decrease during the fifties, whereas substantial increases were noted in the rural nonfarm and urban areas (21, 22). In the United States, the overall effect of rural-to-urban migrations has been that urban and rural nonfarm areas have been receiving proportionately more of the low rather than the high educational achievers. Unless rural youth in North Carolina and their parents have an adequate understanding of today's growing educational demands, families will be unable to bridge economic and social gaps existent in the new environment within which they are likely to be residents.

Leaders of certain youth organizations in the rural areas, specifically 4-H Clubs, Future Farmers of America, and Future Homemakers of America, are interested in the future plans of their members. Studies of the goals of the members of these organizations have been made, but few of these compared goals of members and nonmembers. Information concerning factors possibly related to higher levels of vocational and educational aspirations among rural youth and their parents is of special interest to educational institutions, sponsors of vocational guidance programs, potential employers, and rural communities. The need for more information concerning these relationships led to the present project.

The purposes of this study were: (1) to describe similarities and differences in educational goals of rural youth and of their parents for them; and (2) to determine the relationship of the similarities and differences to such factors as (a) membership-

nonmembership in 4-H Clubs, Future Farmers of America, and Future Homemakers of America; (b) sex; (c) level of living; (d) residence; (e) size of family; (f) state;* and (g) area.*

Authorities such as MacKaye (14), Ginzberg (9), and Super (20) are at variance as to the earliest age youths' vocational choices become established.[1] Parnes (16), Reynolds and Shister (18), found the adolescent's family's cultural pattern to widen or limit his occupational horizon.[2] Ginzberg (9) described the cultural pattern of the adolescent's social group as an influence on the occupation which he or she selects.[3] Different theories have been advanced by Forer (8), Super (20), and Strong (19) concerning those components most related to occupational choice.[4] In a study to determine the educational attainment and future plans of Kentucky rural youth, Youman (24) found family size to be of significance. Other factors having been found to be associated with educational or vocational aspirations of youth include: the economic cycle; religious affiliation; extra-curricular activities; educational attitudes; accident or circumstance; and community resources, opportunity for employment, and educational opportunities. In general, the family has been found to exercise the greatest influence on the vocational choices which adolescents make.

Studies have shown that level of living and residence can act as deterrents against higher educational achievement. For example, farm youth, as a group, have been found to have lower occupational and educational aspirations than young urban persons (10, 11, 1, 2). Differences have also been observed among rural nonfarm and farm youth. Burchinal (3, 4) reports that among a group of rural tenth and twelfth grade boys and girls in Iowa, approximately 50 percent of the farm students indicated that their fathers had mentioned little to them concerning occupational plans. A larger percent of farm boys than other boys studied reported that they had no plans beyond high school and had less frequently chosen their college or university. Consequently, as a group, they planned to enter occupations with which lower income and prestige are

* These variables were not interpreted on the state level, but they will be interpreted in a forthcoming regional publication.

[1] MacKaye viewed age 14 as the earliest age at which interests having direct bearing on vocational choices are stabilized. Ginzberg and associates state that a young person up until the age of 17 is still not fully cognizant of the essential factors that should determine his decision about his future occupation. The self-concept which takes place during early childhood, within the family setting, is viewed by Super as slowly unfolding into a vocational exploration during adolescence. Children who identify with their parents and their sub-culture early are thought to develop preferences for the types of occupations which their parents value.

[2] Parnes, and Reynolds, and Shister found that semi-skilled and unskilled parents, with limited knowledge of occupational opportunities, wanted better occupations for their children than they had for themselves, but they had difficulty when asked what "better" occupations they would prefer. Workers closer to professional and managerial occupations were found to have a better knowledge of what "better" type of work they would like to see their children enter.

[3] Ginzberg and associates found that a college education was taken for granted, even in childhood, by boys from the upper income families. Adolescents whose fathers were professional men or held other responsible positions, usually thought of their occupational future in these terms. In contrast, children from the lower income families, having little or no contact with college graduates or with professional people, were less likely to plan toward college attendance.

[4] Forer found the explanation of occupational choice largely in the personality and in the emotional needs of the individual, often operating unconsciously. Super has theorized that aspirations are related to intelligence despite interference by social pressures. Identification with "key persons" other than parents has also been found relative to the process of occupational choice. Strong and Super found that occupational choices could be classified on the basis of interests characterizing persons in the occupations.

associated. Boys talked over occupational plans with their mothers more frequently than with their fathers. Contrary to most findings, farm girls, rather than urban girls, more frequently reported educational plans of some sort following high school graduation.

A rural study conducted in North Carolina during the fifties showed that the majority of farmers interviewed felt that a high school education was desirable for farm boys, but less than 18 percent felt a college education was necessary (23). Many variations were seen in the value farmers placed upon a high school education. Farmers' attitude toward an education was associated with both attitudes toward and with the adoption of improved farm practices.

Despite the lack of relationship between reported family income and college plans, Christiansen and associates (5), found that rural high school seniors who felt their family income to be "above average" were more likely to have college plans than were students who felt otherwise. Forty percent of the parents in the study felt the primary source of funds for college expenses would be students' savings, followed by their own parental help (30 percent). Coster (6), conducting a study to determine the educational attitudes of high school pupils from three income levels, found that low income pupils apparently were not as sure of parental interest in school work as were other pupils. Practically all high income students indicated they felt that their parents were interested in their work.

A few attempts have been made to determine whether youths' membership in certain organizations related to higher or lower educational and vocational aspirations. Nelson and York (15) in an analysis of 4-H Club members primarily from farm families found that more than half of the youth had definite plans as to what they were going to do upon graduation from high school. Members had a favorable attitude toward higher learning—only about 5 percent stating that they would not attend college if they had an opportunity. Many members planned to take some type of specialized training in addition to college. Engineering was the most frequent choice of boy members; business administration was first choice among girls. Of interest in this study were several findings relative to home economics and agriculture. Few members listed home economics and agriculture as a first choice for a college major; however, home economics training was held as equally important to both urban and rural girl members. Agricultural production demonstrations did not interest urban boys and rural nonfarm boys to the same extent as rural farm boys. Price (17) found that except in the mechanical and social service areas, no significant differences were observable in the vocational preferences of members and nonmembers of Future Homemakers of America or in their attitudes toward the value of an education. Members had greater vocational interest in mechanical and social science areas than nonnmembers. Christiansen and associates (5) found that senior boys who had never belonged to Future Farmers of America were more likely to plan toward college than were those boys who were or had been members.

Procedures

Data for the North Carolina study were collected in accordance with procedures established and approved by the Regional Technical Committee of S-48. The state as a whole was included in the geographic scope of the study. A highly stratified classification-type structuring composed of 48 subgroups served as the basis for the sample selection.[5] The design provided a representation of all rural types as defined in this research. The method followed in obtaining the sample families was through an initial contact with the student in his school and subsequently reaching his parents through him. The sample of youth was selected through the use of student information sheets which classified the students as to family type.[6] The sample and population of families were determined by criteria for selection of youth rather than those of parents or families. The 281 youth were selected at random from a population characterized by the following criteria: (1) rural residence; and (2) enrollment in ninth and tenth grades of county school systems that (a) had chapters of Future Farmers of America and/or Future Homemakers of America, and (b) were not located within the corporate limits of cities with 50,000 or more population. It was necessary that the youth lived in the same dwelling as both parents.

Three sessions at each school were required to select the sample and to measure students' attitudes toward an education, their educational and occupational plans, and vocational preferences.[7] Interviewers administered questionnaires identical to those of the youth to the mother and the father of each student in the sample. Parents were requested to respond to most of the questionnaires in the same manner as they hoped that their teenagers responded to them at school.

Statistical Design

Statistical procedures for regional and state analyses were developed with the assistance of the Department of Experimental Statistics, North Carolina State of the University of North Carolina at Raleigh. Mean raw scores were obtained for boys and girls on the educational questionnaire and on each of the 10 subscales on the vocational preference record.

Chi square tests of independence were used to determine significant relationships between the control variables and youths' educational and vocational plans and parents' expectations of youths' plans.

Control variables were: (1) membership, defined as a member only if in present standing with a background of at least one semester in Future Farmers of America (FFA), or Future Homemakers of America (FHA), or one year in 4-H Club; (2) level of living (LOL), interpreted as high, middle, or low as measured

[5] Tables of classification types containing the distribution of the sample can be found in Appendix A.

[6] See Sampling Procedures, Appendix A.

[7] More detailed description is given to the measurement procedures in Appendix B.

by a short form socio-economic scale for farm families; (3) farm or nonfarm residence, defined as farm if residence other than open country, nonfarm, town, or city with 2,500 population or more; (4) family size, defined as a one to two-child family or a three or more child family; and (5) sex. Data were analyzed separately for: boys, fathers of boys, mothers of boys, girls, fathers of girls, and mothers of girls.

Tables of percentages for variables significant at the .05 level and beyond are found in Appendix C.

Findings

Educational Attitudes and Vocational Preferences[8]

Educational values were obtained through the use of the Attitudes Toward Education scale. High scores on this scale were indicative of more favorable attitudes. Low scores represented less favorable attitudes. The *Kuder Preference Record*, vocational form, was used to measure vocational interest. This instrument measures ten areas of vocational preference, high scores being indicative of more interest and low scores indicative of less interest. Descriptions and documentations of the instruments employed in this study can be found in Appendix B.

Educational Attitudes

The educational attitude mean raw score of North Carolina boys was 1.10 points higher than the mean score for rural southern boys included in the four-state study (Table 1). North Carolina rural girls' mean score was approximately six points higher than boys' score and 1.63 points higher than that for rural girls in the four states. Conversion of North Carolina youths' mean scores to normalized standard forms found both boys' and girls' scores falling within 1 s.d. above the mean of a ninth grade standardization sample upon which the norms for the instrument employed were established.

Table 1. Educational Questionnaire Mean Scores North Carolina and Four-State Area Youth

Area	Boys	Girls
North Carolina	179.88	186.19
Four-State Area	178.78	184.56

Vocational Preferences
(See Figure 1)

Outdoor interest was revealed through a preference for the type of work which kept the individual outside most of the time and a preference for interest items dealing with animals and growing things. Boys' percentile ranking was considerably higher than that of girls' but each group's interest in outdoor activities was average for their sex.

Mechanical interest indicated a preference for working with machines and tools. Both boys' and girls' mean score fell around the fiftieth percentile of their respective normative group.

Computational interest represented a preference for working with numbers. The computational scale rank-

[8] States' data were pooled in this part of the analyses; consequently, information showing the relationship between youths' and parents' attitudes and preferences and sex, membership, residence, level of living, family size, state, and area of North Carolina was not available.

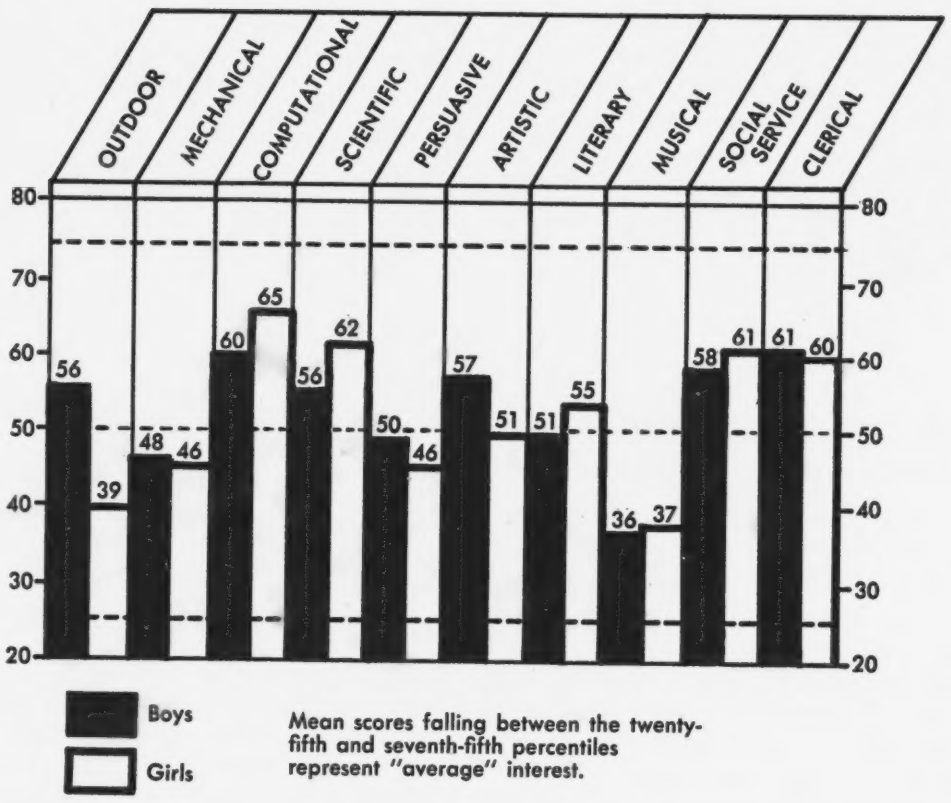

Figure 1. A Profile Midsection Comparing Youths' Vocational Preference Scores to Those of a Normative Sample*

** Kuder, G. Frederick, "Profile Sheet" for the Kuder Preference Record Vocational, Forms CH, CM, Science Research Associates, Inc., Catalog Numbr 7-293 (Chicago: 1950).*

ings were among the highest percentile rankings obtained on the vocational subscales by both boys and girls. The mean score of girls and of boys fell between the sixty and sixty-fifth percentiles.

Scientific interest was indicated through a preference for discovering new facts and solving problems. North Carolina girls' interest in relation to that expected of their sex group was somewhat higher than that of boys' of the state, although both groups' interest fell within the average interest range as established by Kuder.

Persuasive interest was related to a preference for meeting and dealing with people and for promoting projects or things to sell. Boys' mean score fell at the fiftieth percentile of their comparative normative group. Rural girls' percentile ranking was forty-six.

Artistic preference was indicative of an interest in doing creative work with one's hands. In comparison to the differences in artistic interest expected between boys and girls, North Carolina boys displayed more artistic interest than girls. Rural boys in the state obtained a higher mean score on the artistic subscale than that for boys in the southern region.

Literary interest showed prefer-

ence for reading and for writing. North Carolina boys' mean literary score fell at the fifty-first percentile and the girls' score fell at the fifty-fifth.

Musical preference indicated an interest in going to concerts, playing instruments, singing or reading about music and musicians. The lowest percentile ranking by rural boys on the vocational subscales was in the area of music. Musical interest was also the lowest rating obtained by girls. Rural boys' and girls' percentile ranks, however, still fell within the average interest range of the normative test group.

Social Service preference represented an interest in helping people. In this study boys' percentile rank fell at the fifty-eighth percentile and girls' rank fell at the sixty-first.

Clerical interest represented a preference for office work requiring precision and accuracy. Similar percentile ranks on the clerical subscale were obtained by boys and by girls. The interest demonstrated by both girls and boys was average according to norms established for their sex group.

Educational and Vocational Plans

Information relative to educational and vocational plans was obtained from a questionnaire constructed by the Technical Committee of Regional Project S-48. Questions were generally categorical in nature, and students were asked to check the statement which best represented their plans. (See description of questionnaire, Appendix B). Mothers and fathers were asked to respond to a similar questionnaire concerning expectations and preferences for their son or daughter. Of the variables studied, level of living was most frequently related to the vocational questionnaire items. Two significant relationships involving family size were seen and one was observed with residence. Only those variables significant at the .05 level and beyond are discussed. Percentage tables are found in Appendix C.

Length of Schooling

Youth were asked how far they expected to go in school; their parents were asked how far they expected their son or daughter to go in school. Possible responses included: (1) this is probably the last year; (2) another year or two; (3) expect to finish high school; (4) expect to get some college work; (5) expect to graduate from a four-year college; and (6) expect to continue professional study after college graduation.

Boys' and girls' school plans and their parents' expectations of these plans were significantly related to the family's level of living background. Boys' plans were also associated with their families' size. Ninth and tenth grade boys or girls seldom anticipated stopping school either within the year interviewed or within another year or two. Similarly, their parents did not often envision their teenagers as dropping out of school within the year or another year or two.

None of the boys in the high LOL group anticipated stopping school within the year interviewed, but about 2 percent planned to stop after another year or two (Table 9). None of the high LOL group parents expected their sons to drop out of school before graduation. Approximately 4 percent of the middle LOL boys expected to stop school at the end of the year interviewed, and the same

percentage anticipated stopping school within a year or two. No mothers and only 2 percent of the fathers expected sons to drop out of school. More boys from low and middle level of living backgrounds than boys from the high group planned to terminate their education within the year or planned to stop school in a year or two. Low LOL parents more frequently expected sons to drop out of school than parents of other LOL boys.

About one-third of the boys from a high LOL background planned to terminate their education upon graduation from high school as compared to approximately three-fifths of the boys from the middle, and four-fifths from the low LOL groups. In the middle LOL group, similar percentages of mothers, fathers, and sons (slightly more than one-half) expected formal schooling to stop upon high school graduation. Boys from high LOL backgrounds planned to terminate their education upon high school graduation with almost twice the frequency that their parents anticipated they might. Boys from the low LOL group also planned to end their education upon high school graduation more often than their parents expected, particularly in the instance of maternal expectation.

A few high, middle, and low LOL boys (approximately 4, 6, and 2 percent) intended to start college but not finish. Parents from all level of living backgrounds expected their sons to drop out of college more frequently than their sons anticipated dropping out. Lack of parent-son agreement was especially pronounced among low LOL families. In this group fathers expected sons to drop out of college about six times and mothers approximately 10 times more frequently than sons anticipated dropping out.

About 48 percent of the high LOL boys planned to graduate from a four-year college, and approximately 15 percent anticipated continued professional study. Fathers' and sons' expectations of college and further-study were similar. Considerably more mothers than fathers in the high LOL group expected sons to finish college, but not to continue further professional study. Approximately 20 percent of the middle LOL boys expected to graduate from a four-year college and about 6 percent anticipated further professional study. In the middle LOL group both mothers' and fathers' expectations were similar to sons' expectations for college and further study. About 7 percent of the boys in the low LOL group expected to be college graduates and about 2 percent anticipated further professional study. A few more parents than sons in the low LOL group expected college graduation. None of the parents in this latter group, however, expected their sons to continue professional study upon college graduation.

As previously cited, the length of time rural boys expected to stay in school was associated with family size (Table 10). More boys from one to two-child families expected to continue their education beyond high school than boys from larger families. Boys from smaller families who expected to stop high school (4.4 percent) had more immediate plans to do so than did boys from larger families. Boys from families with three or more children planning to stop school, approximately 7 percent, planned to do so within a year or two. About one-third of the boys from

small families expected to graduate from college as compared to less than one-fifth of youth from larger families. More boys from large families than boys from smaller families, however, anticipated professional study beyond college.

None of the rural ninth or tenth grade girls from high or middle LOL groups expected to drop out of high school before graduation. None of their parents, likewise, expected them to stop school (Table 9). About 2 percent of girls from low LOL backgrounds expected to stop school during the year in which they were interviewed. Approximately the same percentage of their mothers and fathers anticipated such plans. Around 4 percent of low LOL girls expected to drop out of school within a year or two. Mothers (2.2 percent) expected this occurrence, whereas fathers expected daughters to stop school with more immediacy.

About one-fourth of the high LOL girls expected to terminate their education upon high school graduation, but the largest percent of girls in this group (63.8) expected to graduate from a four-year college. Very few high LOL girls anticipated starting and not completing college. Parents of girls in the high LOL category frequently expected their daughters to get "some amount" though not necessarily four years of college. About 20 percent fewer mothers and fathers than daughters anticipated college graduation. Consequently, parents' expectation of daughters' completion of college was not as great as daughters' expectation.

More than one-half of the middle LOL girls (60.4 percent) planned to end their education upon high school graduation, and considerably less than one-half (27.1 percent) expected to graduate from college. Approximately 10 percent of the mothers and 13 percent of the fathers of middle LOL girls expected daughters to graduate from college. Few girls expecting to attend college thought they would drop out before graduation. Both middle and high LOL parents revealed less confidence than their daughters expressed regarding starting and completing college.

The majority of girls from low LOL backgrounds (82.6 percent) expected to terminate their education upon high school graduation. Most of their fathers (72.7 percent) and their mothers (80.0 percent) shared these expectations. About 7 percent of the girls in the low LOL group expected to graduate from college. Few of the girls in the low LOL group planning to attend college anticipated dropping out before graduation. This observation was consistent with other LOL groups' expectations. Fathers and mothers in the low LOL category more often expected daughters to drop out of college than to graduate.

Between 8 and 9 percent of the girls in the high and middle LOL groups expected to continue professional study after college. In the high group, fathers' expectations for continued study were somewhat greater than daughters' expectations. Fathers and daughters in the middle LOL group had similar expectancies of professional study. The expectations for further study held by mothers of daughters in the high and middle groups were somewhat less than daughters' indications. About 2 percent of girls in the low LOL group anticipated further study, while none of their parents held these expectations for them.

Plans — College

Very few of the rural youth planning to attend college were undecided as to the college they planned to attend. The college choice most frequently mentioned by the majority of boys and girls was non-land grant. Because of organizational differences in higher education among states, this finding should not be generalized to other states. The three college courses of study most preferred by boys, in the order of preference were: engineering, agriculture, and physical or biological science. Girls' first three preferences included: nursing, education, and liberal arts.

Plans — Non-College

Youth who did not plan to attend college were asked about their plans. Parents not expecting their sons or daughters to attend college were asked what they expected them to do. Possible responses included: (1) take training courses before working; (2) take apprentice or on-the-job training; (3) go to work immediately, without further job training; (4) help father in occupation, farm or business (boys) or marriage after high school (girls); (5) get the military service requirement out of the way before further planning (boys) or help at home (girls); or (6) undecided. Boys' non-college plans were significantly related to their level of living background, and the expectations of mothers not anticipating college for their sons were associated with the family's place of residence.

One-half of the boys from high LOL backgrounds not planning to attend college expected to meet their military obligation first (Table 11). About one-third of the boys in the high category were undecided as to their plans and the remaining high LOL boys (less than one-fifth) planned to take some kind of training before working. Boys from the middle LOL group were about evenly divided between getting their military service out of the way and indecision about their plans (35.7 percent and 32.1 percent, respectively). About 11 percent of the boys in the middle group expected to help their father in his occupation and approximately 7 percent planned to go to work immediately. The middle LOL group was the only one in which there were boys who planned to go to work without further training. About 7 percent of the middle LOL boys planned to take training before working, and approximately 7 percent, apprentice, or on-the-job training. Low LOL boys (30.6 percent), mentioned military service more frequently than other plans, but to a lesser extent than boys from the other level of living groups. About 14 percent of the boys in the low LOL group expected to help their fathers in their occupation or on the farm. A number of boys in the low group anticipated some type of training before going to work; training course (19.4 percent) and apprentice or on-the-job training (16.7 percent). About 19 percent of the low LOL boys not planning to attend college were undecided as to their plans.

The largest number of those farm mothers not expecting their sons to attend college (30.0 percent) expected them to help fathers on the farm, in their occupation, or business (Table 12). None of the nonfarm mothers not expecting their sons to attend college anticipated sons' helping fathers in their occupation. Nonfarm mothers expected sons to get their military service out of the way first or were undecided as to their sons' plans with almost twice the frequency

as farm mothers. About 11 percent of nonfarm mothers and approximately 13 percent of farm mothers expected sons to go to work immediately upon high school graduation. More than twice as many nonfarm as farm mothers expected sons to take some training course before working. More farm than nonfarm mothers, however, anticipated apprentice or on-the-job training for their sons.

Parental Urging

Youth were asked to indicate the degree of urging to continue their education beyond high school which they had received from their mothers and fathers. Both parents were asked the amount of urging they had given to sons and daughters. Possible responses for youth and parents included: (1) strongly urged to continue; (2) some encouragement to continue; (3) never said much about it; (4) would be better off going to work after high school; and (5) should quit high school and go to work. The amount of urging boys reported receiving from their mothers and their fathers, and the amount of urging reported by each of their parents were related to level of living background. The amount of urging reported by mothers of girls was also associated with level of living.

About 58 percent of boys in the high LOL group reported fathers as having strongly urged (Table 13), whereas approximately 76 percent of their fathers reported having strongly encouraged them to continue (Table 14). Mothers' reports of having strongly urged (79.6 percent) more closely resembled their sons' perception of having been strongly urged (76.6 percent). None of the boys in the high LOL category perceived their parents as feeling that they would be better off going to work after high school or that they should drop out of school and go to work. Two percent of the mothers, however, felt that their sons would be better off going to work after high school.

Middle LOL boys reported having been strongly encouraged by their parents less frequently than did boys from high LOL backgrounds. "Some" paternal encouragement was perceived as frequently as strong paternal encouragement among middle LOL boys. Boys more frequently reported having been strongly encouraged to continue their education by their mothers than by their fathers. Fathers and sons in the middle LOL category agreed in terms of strong encouragement given and received. Approximately 15 percent of the boys from middle LOL backgrounds reported their fathers had never said much about their education, and 17 percent described this same reaction to be their mothers'. Middle LOL boys reported their parents as not having said much about their education more frequently than parents acknowledged this attitude. None of the boys from middle LOL backgrounds perceived their mothers or fathers as feeling that they should drop out of school and go to work, nor did their parents report this opinion.

Fathers of boys in the low LOL category most often reported that they had never said much about their sons' continuing their education beyond high school (36.4 percent). Their sons, however, (34.1 percent) most frequently reported having received some encouragement from their fathers. Low LOL boys

usually reported their mothers as having given some encouragement and concurrence of opinion was observed between mothers and sons. Approximately 21 percent of the boys in the low LOL group perceived that their fathers felt they would be better off working after completion of high school. This finding was not in keeping with the percent of fathers actually reporting this opinion (6.8). None of the boys in the low LOL category reported their parents as feeling that they should stop school, but about 2 percent of their fathers expressed this opinion.

As cited earlier, the amount of urging mothers reported giving to daughters was related to level of living background (Table 14). Most of the mothers from the high LOL category reported that they had strongly urged their daughters to continue their education beyond high school (62.2 percent). A portion of the mothers (33.3 percent) reported that they had given some encouragement and very few, if any, reported having said little or feeling that their daughters should go to work after finishing high school. None of the mothers in the high or middle LOL groups felt that their daughters should stop school. Middle LOL group mothers showed more tendency than mothers in the high LOL category not to say much about education. About 2 percent of middle LOL mothers thought daughters would be better off going to work after finishing high school. About one-third of the mothers in the low group (32.6 percent) reported strongly urging and a comparable percent (34.9) indicated having given some encouragement to their daughters. About 21 percent of low LOL mothers reported having never said much about an education to their daughters, and about 9 percent felt their daughters would be better off going to work after completion of high school. Approximately 2 percent of the mothers felt their daughters should drop out of school.

Financial Help for Schooling

Rural youth and their parents were asked how financially able the family would be to help in youths' continuing schooling after high school. Responses included: (1) financially able to pay way completely; (2) financially able to help a great deal; (3) financially able to give some help; (4) financially able to give no help; and (5) the family would be in such condition that some of the youth's earnings would be needed by the family. Level of living background was related to the amount of financial help expected by boys and by girls and to the amount parents expected to be able to contribute to the youths' education.

Boys from high LOL backgrounds (39.6 percent) most frequently reported that they expected to have their education completely paid for by their family (Table 15). Of the remaining boys in the high LOL group, 25 percent expected a great deal of help, and about 30 percent expected some help. Very few high LOL boys anticipated no financial help. Most of the mothers and the fathers of youth in the high group felt that some help would be available. Approximately one-fourth of the mothers and the fathers felt they would be able to completely pay their sons' ways. Mothers were somewhat more moderate in their thinking than fathers. None of the parents of youth in the high LOL group felt

they would be unable to give financial help to their sons, nor did they anticipate needing financial help from their sons. About 4 percent of the boys felt that their family would need financial help from them.

Boys from middle LOL backgrounds were about evenly divided between expecting complete help, a great deal, or some financial help toward their education beyond the high school level. The remaining middle LOL boys (8.3 percent) felt they would receive no help, but none anticipated having to give financial help to their family. Most of the parents in the middle LOL group (fathers, 68.1 percent; and mothers, 71.7 percent) were moderate in their expectation of financial help, reporting that they felt they would be able to give some help. Between 17 and 24 percent of mothers and fathers from middle LOL backgrounds felt that they would be able to give a great deal of help. About 11 percent of the fathers and approximately 4 percent of the mothers felt they would be able to completely pay for their sons' further education. A few fathers in the middle group (4.3 percent) felt that they would be unable to give financial help. Parents did not feel that they would need financial help from their sons.

None of the fathers and about 5 percent of the mothers in the low LOL group felt that they would be able to completely pay for their sons' further education, whereas about 11 percent of their sons anticipated complete help. A moderate expectation of financial help was most frequently seen among boys from low LOL backgrounds (52.3 percent). Slightly greater percents of their fathers (69.0) and their mothers (64.3) indicated some help would be available. Approximately 20 percent of mothers and fathers in the low LOL category indicated no help would be available for further education, and about 9 percent of their sons anticipated no help. Boys expected to give some financial help to their families in about 9 percent of the cases, whereas about 7 percent of their fathers and approximately 5 percent of their mothers expected such help from them.

Girls from high LOL backgrounds most frequently expected to have their schooling beyond high school completely paid for by their parents. Parents of this group most often reported that some help would be available (Table 15). Fathers indicated that complete financial help would be available to their daughters with about twice the frequency that mothers anticipated this help. None of the girls in the high group felt that their families would be unable to give them financial help nor that their families would need financial help from them. Parents' responses to these items were in concurrence with daughters' expectations.

Moderation was most characteristic of the amount of financial help middle LOL girls expected from their parents in furthering their education. Most of their parents, as well, felt that some financial help would be available. About one-fourth of the girls from middle LOL backgrounds (25.5 percent) expected their parents to completely finance their further education, whereas only about 2 percent of their fathers and 5 percent of their mothers anticipated giving this much financial assistance. Relatively few middle LOL girls or their parents expected that no financial help would be available from the family. Financial help for the family

was felt to be necessary by a few middle LOL girls (2.1 percent) and their parents (fathers, 4.4 percent; and mothers, 4.5 percent). No girls in the high or low LOL groups nor their parents had these expectations.

The majority of low LOL girls (56.8 percent) reported that they expected to receive some financial help from their parents. Their mothers and their fathers most frequently felt some help would be available for continued education. One-fourth of the girls from a low LOL background expected to have their way completely paid, whereas none of their parents had this expectation. Parents anticipated the lack of financial funds about twice as often as did their daughters.

Occupation Most Desired

Youth were asked to name the occupation they most desired to follow. Their parents were asked to indicate the occupation they would like for their sons or daughters to consider.[9]

As shown in Table 2, the order of boys' occupational choices followed the order of choices which their parents held for them. Occupations of a professional nature were mentioned more frequently by parents, especially by mothers, than by sons. Similar percentages of parents and sons responded to farming as a desired occupation.

The three occupational classifications mentioned most frequently by rural girls were named in the same order of preference by their parents (Table 3). Mothers of girls and mothers of boys placed more emphasis upon occupations of a professional type than did youth and their fathers. The percentages of girls, mothers, and fathers indicating a preference for clerical type work were the same.

The occupations most desired by boys and those that their mothers preferred that they consider were significantly related to level of living background. Mothers' and fathers' occupational preferences for their daughters were also associated with level of living.

Boys in the high LOL category (57.4 percent) most frequently mentioned preferring a professional type occupation (Table 16). The second most often mentioned classification was craftsmanship (17.0 percent). Farming was preferred by approximately 13 percent of the boys from the high LOL group. The only two occupational preferences mothers in the high LOL category preferred their sons to enter were professional positions (91.5 percent) and farming (8.5 percent).

[9] Occupations were classified under broad categories according to the census occupational breakdown.

Table 2. Three Most Preferred Occupational Choices as Reported by Rural Boys and Their Parents

Occupational Type	Boys	Fathers	Mothers
	%	%	%
Professional	44	58	66
Farming	16	16	15
Craftsmanship	16	6	5
Other	24	20	14
Total	100	100	100

Table 3. Three Most Preferred Occupational Choices as Reported by Rural Girls and Their Parents

Occupation	Girls	Fathers	Mothers
	%	%	%
Professional	40	43	50
Clerical	31	31	31
Service Worker	24	11	14
Other	5	15	5
Total	100	100	100

Middle LOL boys most preferred professional occupations (52.1 percent), followed by farming (16.7 percent), and craftsmanship (12.5 percent. Approximately 65 percent of middle LOL mothers hoped sons would consider a profession, and about 11 percent preferred sons to enter managerial-type work. Farming was mentioned as an occupational choice almost twice as frequently by sons as by mothers.

The same percent of boys from low LOL backgrounds (21.4 percent) mentioned farm and professional type occupations as their preference. About 17 percent of low LOL boys desired operative-type occupations, and 19 percent preferred to be craftsmen or foremen. Mothers of boys in the low LOL category most frequently preferred their sons to be professional workers (46.3 percent), and the second choice for their sons was farming (31.7 percent). Boys at all levels of living showed more diversity of interest than mothers mentioned.

The fathers and mothers of girls from high LOL backgrounds had similar expectations regarding the occupations that they most preferred their daughters to follow (Table 16). Approximately 85 percent of both parents indicated that they would like to have their daughters consider a professional type occupation. About 11 percent of mothers and fathers preferred that daughters enter clerical-type work. Mothers and fathers from low LOL backgrounds also had similar preferences in respect to the occupations they hoped their daughters would follow. The largest percent of fathers (45.2) and of mothers (47.7) preferred their daughters to have clerical type careers. The second preference of mothers and fathers was work of a service type (except private household). Mothers and fathers from middle LOL backgrounds were in less agreement over occupational preferences for their daughters than were parents of other LOL groups. The largest percent of mothers (45.8) preferred their daughters to choose professional work, whereas the largest percent of fathers (39.1) hoped their daughters would consider clerical-type work. The remainder of the fathers in the middle group were principally divided between choices of professional and service work (except private household) for their daughters. The remaining middle LOL mothers generally mentioned clerical work followed by the choice of service type work (except private household).

Occupation Expected

Youth were asked to indicate the kind of lifetime occupation that they actually expected to follow. Similarly, their parents were asked the type

of occupation they actually expected their son or daughter to follow. Boys' occupational expectations were associated with level of living background.

The majority of boys from a high LOL background (55.3) expected to enter a profession (Table 17). Farming was the second most frequently mentioned occupation (18.4 percent). Among the middle LOL group of boys, occupational choices followed the order of: professional (33.3 percent), farming (21.2 percent), craftsmen (15.2 percent), and operatives (12.1 percent). Boys in the low LOL group most frequently expected to be operatives (25.8 percent) or to farm (22.6 percent). The occupations actually expected by this group of boys were more diversified than the expectations of boys in the other two level of living groups.

Financial Help — Occupational

Boys were asked in regard to getting a start in the occupation they had chosen how much financial help they felt they would receive from their family. Parents were asked how much financial help would be available for their sons' occupational plans. Possible answers included: (1) all the financial help needed; (2) most all the financial help needed; (3) some of the help needed; (4) very little of the help needed; and (5) no financial help would be available. The financial help expected by sons and that which parents expected to provide for their sons' occupational plans were related to level of living background. The financial help anticipated by mothers of boys was associated with level of living and with family size.

Boys from high LOL backgrounds anticipated more financial help from their parents than parents indicated would be available (Table 18). One-fourth of the boys from the high group expected to receive all the financial help they needed; one-third expected most of the help needed, and one-third expected some help. Less than 10 percent of the boys in the high group felt they would receive little help. Most of the boys' parents in the high group indicated that some help would be available, and none indicated that either little or no help would be available.

Middle LOL boys most frequently reported that they expected to receive some financial help toward getting a start in their chosen occupation. Boys (17.0 percent) expected to receive all the financial help needed with more than twice the frequency that their parents indicated. Most of their mothers and fathers felt some assistance would be available. None of the middle LOL boys felt they would receive little or no financial help, whereas, in both cases, about 2 percent of their mothers and their fathers held these expectations.

The majority of low LOL boys (56.8 percent) and their parents (fathers, 68.9 percent; and mothers, 65.9 percent) felt that some financial help would be available for establishing sons in an occupation. Boys expected to receive most of the help they needed about three times more frequently than their parents indicated this amount would be available. Low LOL boys also expected to receive all of the financial help they needed more often than their parents indicated complete help. Few of the boys in the low LOL group and their parents felt that no financial help would be available.

Family size was associated with the amount of financial help mothers

expected to be available for helping their sons get established in an occupation (Table 18). Mothers with families of only one or two children more frequently than mothers with three or more children expected the family to give sons all or most of the financial help needed. Most mothers with large families (70 percent) expected some help to be available for their sons.

Parents' Opinion Toward Youths' Future

Despite the lack of association between parental opinion regarding sons' and daughters' future and the variables studied, the following tendencies were noted.

In general, mothers and fathers of both girls and boys indicated that they thought their youth's occupational choice to be a good one. Most of the boys and girls, likewise, felt that their parents approved of their occupational choice. When parents indicated that they thought occupational choice should be entirely up to sons, sons did not usually perceive freedom of choice to this extent. Girls more accurately perceived the freedom of choice expressed by their parents.

Girls' parents were asked their opinion regarding career and marriage preparation for their daughters. Girls were asked their perception of mothers' and fathers' opinion. Both mothers and fathers, overwhelmingly, felt that, today, girls should be prepared for both homemaking and a career. Very few parents felt that girls should expect to marry rather than to prepare for a career, and that marriage and homemaking are a full-time occupation only when their children are small. Girls accurately perceived the value their parents placed on preparation for marriage and a career.

Discussion

North Carolina rural youths' vocational interests were average for their sex for each of the 10 areas of vocational preference studied according to norms established on a similar age group by Kuder. This finding conformed to an observation in the larger regional study which showed few differences in the vocational interests of rural youth from state to state. Vocational interests, it would seem, are not as amendable to geographical differences as are attitudes and opinions.

Level of living was more frequently associated with rural youths' educational and vocational expectations and those their parents held for them than other variables studied. Youths' expectation of length of schooling increased in relation to their level of living background. Certain cultural advantages found in the homes which represent higher levels of living is probably responsible for this observation. Youth from high and middle LOL backgrounds are more likely to identify with persons representing professions or higher educational levels than are youth from less privileged homes. Many of the youth from high and middle LOL backgrounds probably view a college education as a normal course of action beyond high school, expected of them by their family and peers. Youth from low LOL groups are less likely to have a sense of

urgency to continue their education or to have college funds readily available to them.

Boys' aspirations and expectations and those held by their parents for them were more frequently associated with LOL background than were those of rural girls and their parents. This observation reinforced similar findings from other studies. Whether boys are more sensitized to the values and attitudes of their respective level of living group than girls, or whether girls are more homogeneous because of a stereotyped marriage role that is expected of them, is open to speculation.

Rural boys from families with two, or fewer, children more frequently expected to graduate from college than did boys from larger families. Boys from larger families, however, intended to continue professional study at the post graduate level. Generally, financial demands are greater on a large family and there are less funds to be apportioned for each child's education. Post graduate work, however, does not fit into this pattern of financial dependence since most persons view this educational level as the youth's own responsibility.

Very few of the rural boys who did not plan to attend college planned to go to work immediately with no further training. Among those boys with noncollege plans, more indecision and military service intentions were noted among boys from high and middle LOL backgrounds than among the low LOL group. Low LOL boys who did not express college plans seldom showed indecisiveness as to their future plans and generally stated that they expected to have some type of training before going to work. It is likely that many of the boys from high and middle LOL backgrounds who were undecided or who planned to enter military service had not definitely ruled out future college attendance. Since low LOL boys showed little indecision and generally expected to have some type of training before working, apparently they did aspire to some level of attainment beyond a high school education.

Among the rural mothers not expecting their sons to attend college, twice as many nonfarm mothers as farm mothers were undecided as to their sons' future or else saw military service as the probable course of action that their sons would take. A considerable number of farm mothers expected sons to remain on the farm or to help fathers in their business or occupation. Apparently the nonfarm mothers could envision more occupational opportunities for their sons than farm mothers, consequently the greater their lack of specificity.

Rural boys generally reported having been strongly urged by their parents to continue their education. Boys' perception of parental urging paralleled LOL background, with considerably more urging reported by high and middle LOL boys and less by boys in the low group. The more widespread occurrence of urging among parents from middle and high LOL backgrounds was probably related to a greater awareness on their part of the educational attainment-occupational mobility relationship. The fact that low LOL boys reported with approximate frequency several different types and amounts of urging might indicate that these boys had an inadequate perception of parental urging. There was evidence that rural boys and their parents were in agreement regarding the kind and amount of urging given,

except in the instances of high LOL fathers and middle LOL mothers. In both of these cases parents felt that they had strongly urged more frequently than sons perceived this urging. This finding suggested that high LOL fathers and middle LOL mothers were probably less effective than other parents in communicating a strong sense of urgency to their sons.

Rural youth and their parents usually were moderate in their expectations of financial help that would be available for education beyond high school. Youths' and parents' expectations regarding financial help increased in relation to their level of living background. It would appear that relatively few rural youth expected their parents to completely pay for their education beyond high school. Youth from each level of living group, however, expected to receive more financial aid than their parents indicated would be available to them. Rural parents from all LOL backgrounds usually felt that they would be able to give some type of financial help to sons and daughters. As might be expected, parents from high LOL groups were less likely to indicate that they would be able to give no help. It would appear from rural parents' attitudes regarding financial help, that they placed as much value on an education for their daughters as for their sons.

Rural mothers reflected levels of occupational aspiration for their sons that paralleled their LOL background. Professional type occupations were the occupational choices high and middle LOL mothers most preferred their sons to follow. Mothers from low LOL backgrounds expressed similar preferences for their sons to become professional workers and farmers. It is likely that mothers from middle and high LOL groups had more awareness of the social mobility-occupation link than did mothers in the low group, as indicated through their frequent mention of professional work.

The educational goals expressed by boys from middle and low LOL backgrounds were not in keeping with their preferences for professional type careers. Middle and low LOL boys appeared to be unfamiliar with the amount of education required for professional type occupations. Boys from the high LOL group, perhaps having greater opportunity to associate with professional persons, were more alert to the educational requirements of professional careers.

Rural boys from high and low LOL backgrounds usually expected to follow the occupation that they most preferred. A considerable number of boys from the middle group who preferred professional type careers in actuality expected to be operatives. Boys from the high LOL group, the majority of whom preferred professional type occupations, apparently could see no obstacles, financial or otherwise, which would stand in the way of their plans. Boys from the low LOL group who indicated lower occupational aspirations than other boys to begin with, probably left no room for idealistic preference in their choice of an occupation. Middle LOL boys showed more uncertainty than other boys in reaching their occupational goal.

A moderate attitude of "some" financial help for getting a start in an occupation was most frequently reflected by boys and by their parents. Boys from each LOL background, however. expected more financial help than their parents indicated would be available to them. This observation reinforced other indications of unrealistic concepts

among rural North Carolina youth regarding the financial status of their family. Mothers and fathers showed similarity in their expectations of financial help to aid sons in getting established in an occupation.

Rural mothers with families of three or more children were considerably more moderate than mothers with smaller families concerning the amount of financial help that they expected to be available to sons in getting a start in their chosen occupation. Apparently mothers with larger families were realistically appraising the fact that the more children in the family, the less financial assistance thus available to each child.

Rural mothers' educational and vocational aspirations and expectations for sons exceeded those of their sons. There seemed to be a tendency for mothers to want something better for their sons than their own status. Sons were more likely to be content with the status of their parents.

Rural fathers and mothers appeared to be more homogeneous in their attitudes toward, and expectations of, daughters' futures than sons' futures. Girls from all family sizes, residences, and LOL backgrounds are usually expected to marry and to assume a fairly well-defined role. Boys, on the other hand, are responsible for establishing their own family's level of living pattern. Parents in the middle, and especially the high level of living groups apparently are more aware of the crucial difference their sons' educational and vocational plans can make than are parents in the low level of living group.

Recommendations

Several suggestions can be made at this point for those interested in helping young rural persons meet many of the demands that will be required of them. Some of these recommendations for action are especially timely in view of the nation's present day concern for "breaking the cycle of poverty."

It was apparent from this study that many of rural youths' aspirations and expectations pertaining to their future will rest upon their family's level of living background. This observation was especially true of rural boys. Further investigation should be carried out to determine whether the lower aspirations found among the less privileged are based upon financial or upon cultural deprivation. Family size also needs to be investigated in terms of financial assistance from the family for schooling beyond high school. The many sources of educational assistance that are available in the form of scholarships and financial loans need to be brought to the attention of rural youth and their families, especially to those in the low level of living group.

Boys from high and middle level of living backgrounds with noncollege plans present a real challenge. Their indecisiveness as to their future course of action and their plans beyond military service appear to be in need of direction.

It would seem that farm mothers need to become aware of the many job opportunities that are open to their sons and to face realistically

the fact that perhaps it is not always to the sons' best interest to remain on the farm.

Somehow parents from low level of living circumstances need to obtain a better appreciation of the value of an education and to transmit this value to their youngsters. At each economic level rural youth and their parents need to develop better communication regarding the family's resources and subsequent expectations of financial help available to the youth.

Rural boys from middle and low level of living backgrounds should be encouraged in their occupational aspirations and helped to attain these goals. This study has provided evidence that boys from these two level of living groups appear to be unaware of the educational requirements necessary for certain types of occupations, particularly those of a professional nature.

North Carolina rural youth and their parents according to residence, apparently, were a relatively homogenous group in terms of educational and vocational expectations. It can also be assumed from the data that membership in 4-H Clubs, Future Farmers of America, or Future Homemakers of America was not associated with the vocational and educational goals of rural ninth and tenth grade youth. On the other hand, level of living seemed to be an important factor differentiating the educational and vocational goals of the rural population in the state.

Bibliography

1. Berdie, Ralph. *Educational Status, College Plans, and Occupational Status of Farm and Nonfarm Youths,* United States Bureau of the Census: Census Series—ERS (P-27), No. 30. Washington: Government Printing Office, August, 1961.
2. _____. "Why Don't They Go to College?" *Personnel and Guidance Journal,* 31:352-356, March, 1953.
3. Burchinal, Lee G. "What About Your Daughter's Future?" *Farm Science,* 14:9-10, No. 12, Agricultural Experiment Station, Iowa State University of Science and Technology, Ames, Iowa: June, 1960.
4. _____. "Who's Going to Farm?" *Farm Science,* 14:12-15, No. 9, Agricultural Experiment Station, Iowa State University of Science and Technology, Ames, Iowa: March, 1960.
5. Christiansen, John R., Cowhig, James D., and Payne, John W. *Educational and Occupational Aspirations of High School Seniors in Three Central Utah Counties.* Brigham Young University Social Science Bulletin 2; in cooperation with United States Department of Agriculture, Provo, Utah: June, 1962.
6. Coster, J. K. "Attitudes Toward School of High School Pupils from Three Income Levels," *Journal of Educational Psychology,* 49:61-6, April, 1958.
7. Danley, Robert A., Ramsey, Charles E. *Standardization and Application of a Level-of-Living Scale for Farm and Non-farm Families,* Cornell University Agricultural Experiment Station, N. Y. State College of Agriculture, Memoir, 362, Ithaca, New York, 1959.
8. Forer, B. R. "Personality Factors in Occupational Choice," *Educational and Psychological Measurement,* 13:361-66, Autumn, 1953.
9. Ginzberg, E., Ginsberg, S. W., Axelrad, S., and Herma, J. L. *Occupational Choice, An Approach to a General Theory.* New York: Columbia University Press, 1951.
10. Haller, A. O. "The Influence of Planning to Farm on Plans to Attend College," *Rural Sociology,* 22:137-141, June, 1957.
11. _____, and Sewell, W. H. "Farm Residence and Levels of Educational and Occupational Aspirations," *American Journal of Sociology,* 62:407-11, January, 1957.
12. Hieronymous, A. N. "A Study of Social Class Motivation: Relationships between Anxiety for Educational and Certain Socio-economic and Intellectual Variables," *Journal of Educational Psychology,* 42:193-205, April, 1951.
13. Kuder, Frederic G. *Kuder Preference Record, Vocational.* Chicago: Science Research Associates, Inc., 1960.

14. MacKaye, D. L. "The Fixation of Vocational Interest," *American Journal of Sociology*, 33: 353-370, 1927.

15. Nelson, Bardin H., and York, Gerald M. *An Analysis of 4-H Club Training and the Educational and Occupational Goals of 4-H Club Members*, Agricultural Experiment Station Bulletin MP-375, College Station, Texas: October, 1959.

16. Parnes, H. S. *Research on Labor Mobility*. New York: Social Science Research Council, 1954.

17. Price, Mary Floyce. "Educational and Vocational Interests of Members of Future Homemakers of America." Unpublished Master's thesis, The University of North Carolina, Greensboro, 1959.

18. Reynolds, L. G., and Shister, J. *Job Horizons*, New York: Harper, 1949.

19. Strong, E. K., Jr. *Vocational Interests of Men and Women.* Stanford: Stanford University Press, 1943.

20. Super, D. E. *The Psychology of Careers.* New York: Harper, 1957.

21. United States Bureau of the Census. *United States Census of Population: 1960. General and Economic Characteristics, North Carolina*, PC (1)-35c, N. C. (Washington: Government Printing Office, 1961).

22. United States Bureau of the Census. *United States Census of Population: 1950. Characteristics of the Population, North Carolina*, Vol. II, Part 33. (Washington: Government Printing Office, 1952).

23. Wilkening, Eugene A. *Acceptance of Improved Farm Practices In Three Coastal Plain Counties*, Agricultural Experiment Station Technical Bulletin 98, Raleigh, North Carolina: May, 1952.

24. Youman, E. Grant. *The Educational Attainment and Future Plans of Kentucky Rural Youths*, Agricultural Experiment Station Bulletin 664, Lexington, Kentucky: January, 1959.

APPENDIX A

Sampling Procedures

Data collection in North Carolina began early in 1959, shortly after the Regional Technical Committee's approval of the procedures manual, and it was completed during the latter part of 1961. All cooperating states followed the same procedures in order that each state's data would constitute a replication in the total regional project. A field interviewer was responsible for the collection of data.

School Sample

To insure a statewide distribution of the sample, geographic delineations as determined by soil type were made of the Coastal, Piedmont, and Mountain areas. It was decided that each of these areas would contribute one-third of approximately 288 youth, their 288 mothers, and their 288 fathers (experiencing some difficulty in obtaining a sample representative of all established classifications, the sample selection in North Carolina concluded with 281 youth, their 281 mothers, and their 281 fathers).

The names of all eligible schools (those meeting the criteria as stated on page 8) were placed on individual cards, alphabetized according to the county in which they were located, and consecutively numbered. Ten schools from each area were selected at random. As noted in Table 4, it was ultimately necessary to select a total of 58 schools from the three areas. (Also see Figure 2 for location of schools.)

Student Sample

The first session at the school served as a basis for the selection of a student sample (the total process of selecting and testing the sample required three sessions). During the first session all ninth and tenth grade students at a given school were administered information sheets on a group basis. These sheets served as a basis for the selection of the sample and included information relative to the students' age; grade; sex; membership status in FFA, FHA, and 4-H; residence; family size; and intactness of family. The latter part of this schedule contained a short form socio-economic scale for farm families which measured one component of their socio-economic status, namely, level of living (7).

Table 4. Schools Contacted

Area	Schools Used	School Refusals*	Schools Not Used**	Total Contacted
Coastal Plains	14	3	3	20
Piedmont Area	17	1	1	19
Mountain Area	15	2	2	19
Totals	46	6	6	58

* *Refers to direct refusals or to no response from schools*
** *Refers to cooperative schools unable to supply a sample fitting needed subgroup, or to schools where data were incomplete on school sample*

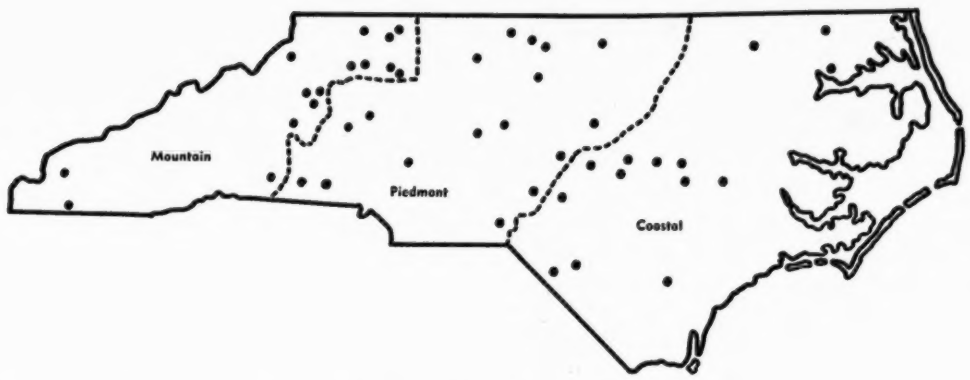

Figure 2. Map of North Carolina Showing the locations of Rural Schools Supplying Ninth and Tenth Grade Student Sample.

The completed student information sheets were classified as to the following variables: sex; membership status in FFA, FHA, and 4-H; residence; family size; and level of living. Combination of categories from each of these variables formed 12 distinct groups, or classification types, under each of four master classification types: Girl Members, Boy Members, Girl Nonmembers, and Boy Nonmembers. The 12 subgroups under each of the master classification types were systematically grouped as to level of living, residence, and family size, and included all possible combinations of these variables. Students not living with both parents were excluded from the population. Where two students were listed from one family, the name coming first alphabetically was selected.

Consecutive case numbers were assigned to the students' sheets and recorded as to classification type upon one of the work sheets especially designed for each of the master classification types. Beginning with Master Classification Type I, consecutive numbers were assigned to each of the 48 subgroups within those master types containing at least one case code number. A random selection not exceeding 14 subgroups was made. If the selection totaled 14, another random selection was made to determine two alternates from these 14 cases. The technique employed ultimately provided for the possible selection of two cases and two alternates for each of the 48 subgroups.

Classification Type I was composed of girl members. Each of the 12 subgroups comprising the classification type contained six girls, with the exception of the farm residence, low level of living, 1-2 child family subgroup, which contained only five students.

Boy members constituted Classification Type II. All subgroups within this classification type contained six students each with the exception of two groups: low level of living, farm residence, 1-2 child family; and low level of living, nonfarm residence, 1-2 child family. These subgroups contained five and four students respectively.

Classification Type III included girl nonmembers. Ten of the subgroups under this type were composed of six students each. The two remaining groups, consisting of five students each were: high level of

Table 5. Classification Types of Girl and Boy Members

Classification Type		Level of Living	Residence	Family Size
I (Girls)	II (Boys)			
6	6	High	Farm	1—2
6	6	High	Farm	3+
6	6	High	Nonfarm	1—2
6	6	High	Nonfarm	3+
6	6	Middle	Farm	1—2
6	6	Middle	Farm	3+
6	6	Middle	Nonfarm	1—2
6	6	Middle	Nonfarm	3+
5	5	Low	Farm	1—2
6	6	Low	Farm	3+
6	4	Low	Nonfarm	1—2
6	6	Low	Nonfarm	3+
N = 71	N = 69			

living, farm residence, 3+ child family; and low level of living, nonfarm residence, 3+ child family.

Boy nonmembers constituted Classification Type IV. Only one of the 12 subgroups under this classification did not contain six students. The low level of living, nonfarm, 1-2 child family group contained five boys.

Parent Sample

Both mothers and fathers of the youth composing the four classification types were included in the study.

As can be noted in Tables 7 and 8, the fathers of boy nonmembers had the highest median educational level of the four classification types and displayed, as well, the largest age range.

Table 6. Classification Types of Girl and Boy Nonmembers

Classification Type		Level of Living	Residence	Family Size
III (Girls)	IV (Boys)			
6	6	High	Farm	1—2
5	6	High	Farm	3+
6	6	High	Nonfarm	1—2
6	6	High	Nonfarm	3+
6	6	Middle	Farm	1—2
6	6	Middle	Farm	3+
6	6	Middle	Nonfarm	1—2
6	6	Middle	Nonfarm	3+
6	6	Low	Farm	1—2
6	6	Low	Farm	3+
6	5	Low	Nonfarm	1—2
5	6	Low	Nonfarm	3+
N = 70	N = 71			

Table 7. Age and School Years Completed by Parents of Boy and Girl Members Classification Types I and II

	Classification Type I (Girls)				Classification Type II (Boys)			
	Mothers		Fathers		Mothers		Fathers	
	Age	Education	Age	Education	Age	Education	Age	Education
Range	29-56	3-15	37-70	0-15	34-60	0-17	39-66	0-17
Median	39.9	9.6	44.0	7.7	41.4	9.2	44.3	8.4

Table 8. Age and School Years Completed by Parents of Boy and Girl Nonmembers Classification Types III and IV

	Classification Type III (Girls)				Classification Type IV (Boys)			
	Mothers		Fathers		Mothers		Fathers	
	Age	Education	Age	Education	Age	Education	Age	Education
Range	30-58	4-15	35-65	0-15	32-53	0-15	32-83	0-20
Median	42.0	9.3	44.0	7.5	40.4	9.9	44.0	7.9

APPENDIX B

Measurement

The second student session was for the purpose of administering student schedules concerning educational attitudes and vocational goals and preferences. The youths' educational attitudes were assessed through the use of Hieronymous' scale, Attitudes Toward Education (12). This instrument, developed upon the principle of summated rating, is a test of attitudes concerning the value of an education. Youths' vocational and educational plans were obtained from a vocational questionnaire especially constructed by the Technical Committee for the regional study. Items on this schedule included: (1) length of schooling, (2) plans—college, noncollege, (3) degree of parental urging, (4) degree of financial help-schooling, (5) occupation desired, (6) occupation expected, (7) parents' attitude toward plans, (8) parents' opinion of plans, and (9) degree of financial help-occupation.

The third session was for the purpose of assessing the vocational preferences of youth. Interests were measured by the vocational form of the *Kuder Preference Record* (13). This instrument measures 10 broad areas of preference. Subscales include: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical.

The field interviewer was responsible for the acquisition of student data and for the selection and training of a parent interviewer from the selected community. The parent interviewer, recommended by the superintendent, the principal, or home economics teacher, was supplied with a detailed manual and oriented by the field interviewer. Some of the backgrounds represented in this group included: nursing, homemaking, the ministry, vocational agriculture, home economics, and elementary education. Modified versions of the questions and tests given to the students were administered individually to both the mother and the father of the youth in the presence of the interviewer.

The first visit to the home was for the purpose of introduction to the study, acquisition of parental cooperation, and arrangement for an appointment at which time the educational and vocational questionnaires could be administered. During this visit, parents were requested to fill out an information sheet. Information requested was demographic in nature and included: number of years of school attended; subject matter studied or curriculum followed both in high school and in training beyond this level; and past and present occupations. The second visit to the home involved the administering of the educational and vocational questionnaires. Parents' vocational questionnaire included such items as: (1) number of years they expected their teenager to stay in school, and (2) occupations they hoped their teenager would prefer. Parents were directed to respond to items on the Hieronymous questionnaire and *Kuder Preference Record* as they hoped their youth responded to the questionnaires at school.

APPENDIX C

Tables

Table 9. Vocational Questionnaire Indicating Length of Schooling Anticipated According to Level of Living*

		Expectations of Parents and Youth					
	LOL	Probably last year	Another year or two	Finish high school	Intend start college	Graduate four-year college	Continue Professional study
		PERCENTAGES					
Boys	H	—	2.1	31.3	4.2	47.9	14.6
	M	4.2	4.2	58.3	6.3	20.8	6.3
	L	2.3	4.5	81.8	2.3	6.8	2.3
Fathers of Boys	H	—	—	17.0	19.1	46.8	17.0
	M	—	2.0	59.2	14.3	20.4	4.1
	L	4.3	2.2	71.7	13.0	8.7	—
Mothers of Boys	H	—	—	16.7	14.6	62.5	6.3
	M	—	—	53.2	19.1	21.3	6.4
	L	2.3	2.3	65.9	20.5	9.0	—
Girls	H	—	—	25.5	2.1	63.8	8.5
	M	—	—	60.4	4.2	27.1	8.3
	L	2.2	4.3	82.6	2.2	6.5	2.2
Fathers of Girls	H	—	—	14.9	31.9	42.6	10.6
	M	—	—	52.1	27.1	12.5	8.3
	L	2.3	—	72.7	18.2	6.8	—
Mothers of Girls	H	—	—	17.4	34.8	41.3	6.5
	M	—	—	47.9	35.4	10.4	6.3
	L	2.2	2.2	80.0	15.6	—	—

* *Level of living (LOL) groups were represented throughout the tables as: H (high); M (middle); or L (low).*

Table 10. Vocational Questionnaire Indicating Length of Schooling According to Family Size*

Family Size	Probably last year	Another year or two	Finish high school	Intend start college	Graduate four-year college	Continue professional study
	Length of Schooling Planned by Boys					
	PERCENTAGES					
1-2	4.4	—	51.5	5.9	33.8	4.4
3 or more	—	6.9	61.1	2.8	18.1	11.1

* *Family size categories represented the number of children in the family.*

Table 11. Vocational Questionnaire Indicating Non-College Plans According to Level of Living

	LOL	Take training before working	Apprentice or on-job training	Go to work immediately	Help father	Military service	Undecided
		Youths' Plans					
		PERCENTAGES					
Boys	H	16.7	—	—	—	50.0	33.3
	M	7.1	7.1	7.1	10.7	35.7	32.1
	L	19.4	16.7	—	13.9	30.6	19.4

Table 12. Vocational Questionnaire Indicating Non-College Plans According to Residence

	Mothers' Expectations of Sons' Plans					
Residence	Take training course before working	Apprentice or on-job training	Go to work immediately	Help father	Military service	Undecided
	PERCENTAGES					
Farm	13.3	16.7	13.3	30.0	10.0	16.7
Nonfarm	28.6	7.1	10.7	—	21.4	32.1

Table 13. Vocational Questionnaire Indicating Urging to Continue School According to Level of Living

		Boys' Perception of Parental Urging				
	LOL	Strongly urged	Some encouragement	Never said much	Better off going to work	Should quit school
		PERCENTAGES				
Father Urging	H	58.3	25.0	16.7	—	—
	M	37.5	37.5	14.6	10.4	—
	L	22.7	34.1	22.7	20.5	—
Mother Urging	H	76.6	19.1	4.3	—	—
	M	46.8	31.9	17.0	4.3	—
	L	29.5	36.4	20.5	13.6	—

Table 14. Vocational Questionnaire Indicating Parental Urging According To Level of Living

		Urgency to Continue School as Shown by Parents				
	LOL	Strongly urged	Some encouragement	Never said much	Better off going to work	Should quit school
		PERCENTAGES				
Fathers of Boys	H	76.1	21.7	2.1	—	—
	M	37.5	43.8	10.4	8.3	—
	L	29.5	25.0	36.4	6.8	2.3
Mothers of Boys	H	79.6	18.4	—	2.0	—
	M	53.3	35.6	6.7	4.4	—
	L	31.0	35.7	14.3	19.0	—
Mothers of Girls	H	62.2	33.3	2.2	2.2	—
	M	65.2	21.7	10.9	2.2	—
	L	32.6	34.9	20.9	9.3	2.3

Table 15. Vocational Questionnaire Indicating Financial Help Anticipated for Schooling According to Level of Living

		Expectation of Parents and of Youth				
	LOL	Pay way completely	Great deal of help	Some help	No help	Financial help from child
		PERCENTAGES				
Boys	H	39.6	25.0	29.2	2.1	4.2
	M	31.3	31.3	29.2	8.3	—
	L	11.4	18.2	52.3	9.1	9.1
Fathers of Boys	H	25.5	21.3	53.2	—	—
	M	10.6	17.0	68.1	4.3	—
	L	—	2.4	69.0	21.4	7.1
Mothers of Boys	H	24.5	16.3	59.2	—	—
	M	4.3	23.9	71.7	—	—
	L	4.8	7.1	64.3	19.0	4.7
Girls	H	55.3	14.9	29.8	—	—
	M	25.5	21.3	46.8	4.3	2.1
	L	25.0	6.8	56.8	11.4	—
Fathers of Girls	H	30.4	26.1	43.5	—	—
	M	2.2	22.2	64.4	6.7	4.4
	L	—	9.8	68.3	22.0	—
Mothers of Girls	H	17.4	37.0	45.7	—	—
	M	4.5	27.3	61.4	2.3	4.5
	L	—	9.3	69.8	20.9	—

Table 16. Vocational Questionnaire Indicating Occupations Most Desired According to Level of Living

		Youths' and Parents' Aspirations												
	LOL	Professional, technical, kindred workers	Farmers, farm managers	Managers, officials, proprietors (except farm)	Clerical, kindred workers	Sales workers	Craftsmen, foremen, kindred workers	Operatives, kindred workers	Private household workers	Service workers (except private household)	Farm laborers and foremen	Laborers (except farm, mine)	Homemakers	Retired persons
		PERCENTAGES												
Boys	H	57.4	12.8	6.4	2.1	—	17.0	2.1	—	2.1	—	—	—	—
	M	52.1	16.7	2.1	2.1	2.1	12.5	2.1	—	8.3	—	2.1	—	—
	L	21.4	21.4	2.4	2.4	2.4	19.0	16.7	—	7.1	—	7.1	—	—
Mothers of Boys	H	91.5	8.5	—	—	—	—	—	—	—	—	—	—	—
	M	65.2	8.7	10.9	4.3	—	8.7	—	—	2.2	—	—	—	—
	L	46.3	31.7	2.4	9.8	—	7.3	2.4	—	—	—	—	—	—
Fathers of Girls	H	84.8	—	—	10.9	—	—	—	—	2.2	2.2	—	—	—
	M	28.3	—	2.2	39.1	2.2	—	—	—	26.1	—	—	2.2	—
	L	19.0	—	—	45.2	—	—	4.8	—	31.0	—	—	—	—
Mothers of Girls	H	84.8	—	—	10.9	—	—	—	—	4.3	—	—	—	—
	M	45.8	—	—	35.4	—	—	—	—	16.7	—	—	2.1	—
	L	18.2	—	—	47.7	2.3	—	2.3	—	22.7	—	2.3	4.5	—

Table 17. Vocational Questionnaire Indicating Occupations Most Expected According to Level of Living

		Boys' Expectations												
	LOL	Professional, technical, kindred workers	Farmers, farm managers	Managers, officials proprietors (except farm)	Clerical, kindred workers	Sales workers	Craftsmen, foremen, kindred workers	Operatives, kindred workers	Private household workers	Service workers (except private household)	Farm laborers and foremen	Laborers (except farm, mine)	Homemakers	Retired persons
		PERCENTAGES												
Boys	H	55.3	8.4	7.9	2.6	—	10.5	2.6	—	2.6	—	—	—	—
	M	33.3	21.2	3.0	—	—	15.2	12.1	—	9.1	—	6.1	—	—
	L	16.1	22.6	3.2	3.2	—	16.1	25.8	—	3.2	3.2	6.5	—	—

Table 18. Vocational Questionnaire Indicating Financial Help Anticipated In Establishing An Occupation According to Level of Living

		Expectations of Parents and Youth				
	LOL	All help	Most help	Some help	Very little help	No help
		PERCENTAGES				
Boys	H	25.0	33.3	33.3	8.3	—
	M	17.0	38.3	44.7	—	—
	L	13.6	18.2	56.8	9.1	2.3
Fathers of Boys	H	16.7	29.2	54.2	—	—
	M	8.2	14.3	73.5	2.0	2.0
	L	6.7	6.7	68.9	13.3	4.4
Mothers of Boys	H	20.8	29.2	50.0	—	—
	M	6.5	21.7	67.4	2.2	2.2
	L	11.4	6.8	65.9	13.6	2.3

Table 19. Vocational Questionnaire Indicating Financial Help Anticipated for Occupational Establishment According to Family Size

	Financial Help Anticipated by Mothers of Boys				
Family Size	All help	Most help	Some help	Very little help	No help
	PERCENTAGES				
1 - 2	17.9	28.4	49.3	3.0	1.5
3 or more	8.5	12.7	70.4	7.0	1.4